

RELATIONSHIP BETWEEN COMMUNICATION SKILLS AND DAILY LIVING SKILLS AMONG RURAL CHILDREN

VARSHA SAINI & BIMLA DHANDA

Ph. D Scholar and Professor HDFS Department, Department of Human Development and Family Studies,
COHS, CCS Haryana Agricultural University, Hisar, Haryana, India

ABSTRACT

The study was conducted in Ladwa village of District Hisar purposively due to easy accessibility. The objective of the study was to find out the relationship between communication skills and daily living skills. A sample comprised of 50 children in the age group of 7-8 years. The results revealed that personal aspect of daily living skills was significantly correlated with composite communication skills and with all the aspects i.e. receptive, expressive and written of communication skills. It was also found that all the aspects of communication skills i.e. receptive, expressive and written were significantly correlated with composite daily living skills. It was also resulted that composite communication skills was significantly correlated composite daily living skills. Majority of the respondents were also low in composite communication skills as well as in daily life skills.

KEYWORDS: Receptive, Expressive, Written, Personal, Communication Skills and Daily Living Skills

INTRODUCTION

Communication skills are important to everyone - they are how giving and receiving information and convey ideas and opinions with those around us. It is important to develop a variety of skills for both communicating to others and learning how to interpret the information received from others. Good communication helps build trust and respect among children and helps resolve conflict in their daily life. This skill includes coping well with others, learning more about others, and the ability to convey his feelings to others, the ability to communicate well with others and the desire to establish friendly relations with others. Human is defined by behavior, communication and interaction and successful effective social behavior seems impossible without close and friendly relationships. Ability to establish and maintain human relationships has great effects on individuals' daily living skills and social behavior (Khanifar and Poorhosseini, 2008). Youngsters with poor communication skills are sometimes viewed as less attractive by their peers and enjoy fewer friendships.

The term "daily living skills" refers to a wide range of personal self-care activities across home, school, work, and community settings. Most daily living skills, like food preparation and personal hygiene, need to be performed on a regular basis to maintain a reasonable level of health and safety. Daily living skills include the activities usually performed in the course of a normal day in a person's life, such as eating, toileting, dressing and bathing or brushing the teeth. It is a term used in daily self-care activities within an individual's life. Adaptive skills are usually taught through a process that begins with a task analysis, which breaks down a skill into its component parts (Haring and Kennedy, 1988). Developing daily living skills can help with communication processes.

MATERIAL AND METHOD

The present study was conducted in Ladwa village of District Hisar purposively due to easy accessibility. Fifty boys in the age group of 7 to 8 years were selected randomly from this village. Hence, the total sample was 50. Vineland adaptive behaviour scale of social maturity (Sparrow *et al.*, 1984) was used to determine communication skills and daily living skills.

RESULTS

Distribution of Rural Children According to their Communication Skills

Tables 1 revealed that majority of the respondents were high in two aspects i.e. written (60%) and receptive (58%) aspects of communication skills.

Table 1: Distribution of Rural Children According to their Communication Skills (n=50)

Sr. No.	Aspects of Communication Skills	Low Frequencies (Percentage)	High Frequencies (Percentage)
1	Receptive	21(42.0%)	29(58.0%)
2	Expressive	42(84.0%)	8(16.0%)
3	Written	20(40.0%)	30(60.0%)
4	Composite communication skills	32(64.0%)	18(36%)

Majority of respondents were low in the aspects expressive (84%) and receptive (42%) followed by written (40%) of communication skills.

Majority of the respondents were also low in composite communication skills (64%) while only 36% were in high composite communication skills.

Distribution of Rural Children According to their Daily Living Skills

Table 2 represented the distribution of rural children according to their daily living skills. It was found that majority of the respondents (78%) were low in composite daily living skills while only 22% children were high in composite daily living skills.

Table 2: Distribution of Rural Children According to their Daily Living Skills (N=50)

Sr. No.	Aspects of Daily Living Skills	Low Frequencies (Percentage)	High Frequencies (Percentage)
1	Personal	27(54%)	23(46%)
2	Domestic	33(66%)	17(34%)
3	Community	36(72%)	14(28%)
4	Composite daily living skills	39(78%)	11(22%)

It was also found that respondents were almost low in all the aspects of communication skills, viz., community (72%), domestic (66%) and personal 54% (Table2). Only 46% of respondents were high in personal aspect followed by domestic (34%) and community (28%) aspects of daily living skills.

Relationship between Communication Skills and Daily Living Skills of Rural Children

The result showed in Table 3 related to correlation between all the aspects of communication skills and daily living skills. It was evident that personal aspect of daily living skills was significantly correlated with composite communication skills (0.79**) and with all the aspects i.e. receptive (0.34*), expressive (0.54*) and written (0.55**) of

communication skills.

Further the table revealed that all the aspects of communication skills i.e. receptive (0.33*), expressive (0.47*) and written (0.41*) were significantly correlated with composite daily living skills. It was also resulted that composite communication skills was significantly correlated composite daily living skills (0.91**).

Table 3: Correlation between Communication Skills and Daily Living Skills of Rural Children (n=50)

Sr.No.	Aspects of Daily Living Skills Aspects of Communication Skills	Personal	Domestic	Community	Composite Daily Living Skills
1	Receptive	0.34*	0.13	0.05	0.33*
2	Expressive	0.54*	0.02	0.19	0.47**
3	Written	0.55**	0.04	0.01	0.41**
4	Composite communication skills	0.79**	0.004	0.08	0.91**

*Significant at 5% level of significance

** Significant at 1% level of significance

This revealed that there was a string and positive relationship both skills i.e. communication skills and daily living skills.

DISCUSSION

The results of the present study have shown that majority of respondents were low in the aspects expressive (84%) and receptive (42%) followed by written (40%) of communication skills and also low in composite communication skills (64 per cent). Majority of the respondents (78%) were low in composite daily living skills in all the aspects of communication skills, viz., community (72%), domestic (66%) and personal (54%).

It was evident that a composite communication skill was significantly correlated with composite daily living skills. Devi (2009) also found that a strong relationship between communication and daily living skills. Tuttle et al., (2006) indicated that teaching life skills for teenagers leads to the promotion of their decision making ability, communication and increase of their self-confidence. Similar results were also obtained by Murnane, R. J. (1996), Sherwyn et al., (2000) and Park C et al.,(2012).

CONCLUSIONS

On the basis of finding it can be concluded there is a string and positive relationship both skills i.e. communication skills and daily living skills. Communication skills play a vital role in teaching children independent living skills.

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